

Planning for Learning



Laura Terrell

Hamden, August 2016

Workshop Goals:



- ✓ Develop a common understanding of lesson design
- ✓ Acquire instructional strategies for each mode of communication
- ✓ Consider assessment and grading strategies

Laura Terrell

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Keys to Planning for Learning: Effective Communication, Instructional Design
<http://www.wiki.org/publications/keys-to-effective-communication-instructional-design>

August 2016

Powerpoint Handout	
Key Skills	
Lesson Plan Template	Key Lesson Plan Template.docx <small>Details Download 28 KB</small>
Sample City Lesson Plan	City Lesson Plan Template.docx <small>Details Download 28 KB</small>
ACTFL 9th Integrative Comprehension Guide & Rubric	Integrated Performance Assessment Info... <small>Details Download 10 KB</small>
	ACTFL INTERPRETING INF.docx <small>Details Download 10 KB</small>
Sample Interpretive Rubric	Individual Rubric-ACTFL INTERPRETING... <small>Details Download 10 KB</small>

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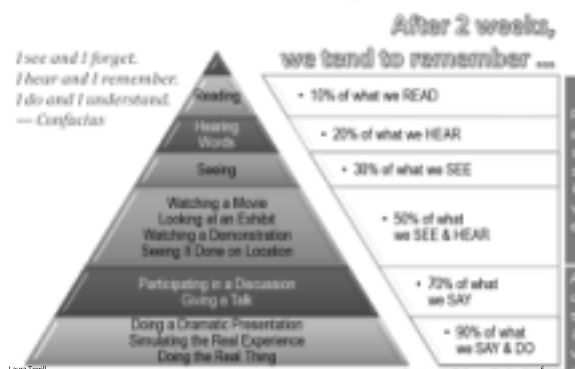


How do I make the students work harder than me?

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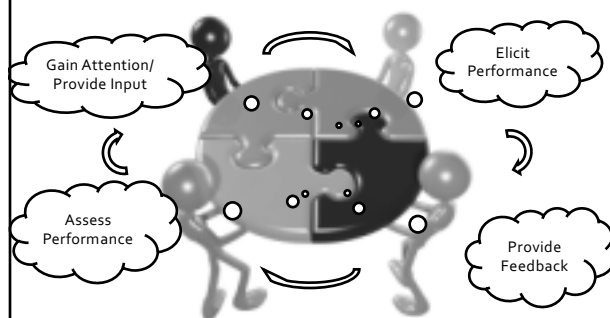
The Cone of Learning

speckinsight.com



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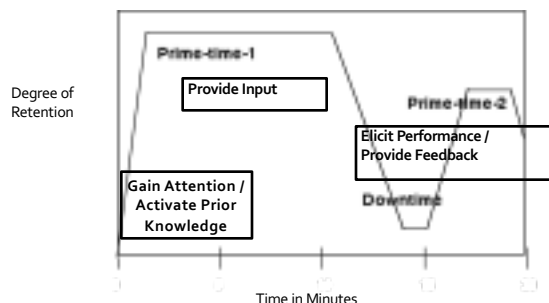
Lesson Design



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Primacy-Recency

We learn best what we learn first and last.



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Adapted from Sousa

I DO....WE DO....YOU DO



I DO

The teacher:

- gets the attention of the learner
- communicates the learning goal of the lesson
- provides comprehensible input
- models language use in context



WE DO

The students:

- work collaboratively to use language
- are supported by peers
- gain confidence
- receive feedback on performance



YOU DO

The individual student:

- demonstrates his/her ability to meet the goal of the lesson

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Managing transitions



Tell students what to do:

- Tell yourself ...
- Think of ...
- Take turns describing ...
- Ask your partner a question about....
- List ...
- Complete this sentence: _____
- Write a two-sentence description of the image.

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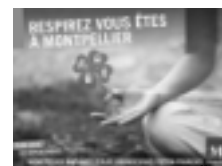
Lesson Transitions

The teacher says..	Learners:
While I take attendance...	write two questions to find out if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer....	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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Contemporary Life: City Life

EQ: What makes a city special?



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Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



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Setting Daily Objectives

- Bell ringer
- Interpersonal Conversation
- Quick write
- Compare and contrast
- Reading
- Analyze data
- Homework

What are the objectives for today's lesson?

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Setting Lesson Goals

- Bell ringer
- Interpersonal Conversation
- Quick write
- Compare and contrast
- Reading
- Analyze data
- Homework

I can name places that are found in or near cities.

I can ask and answer questions indicating if there is or isn't (place) in a city.

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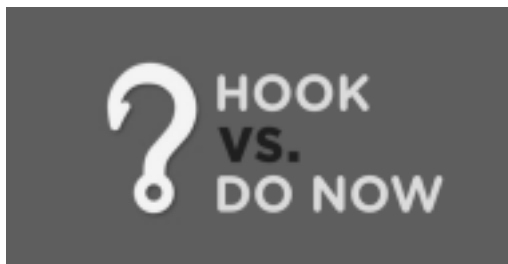
Student Can-do's

I can	Yes	With some help	Not yet
Identify places in a city			
Ask for and follow directions within a city			
Describe places in a city			
Express preferences with reasons about what cities to visit			
Make comparisons between cities in the US and cities in France			

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Getting Started



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Learning Targets



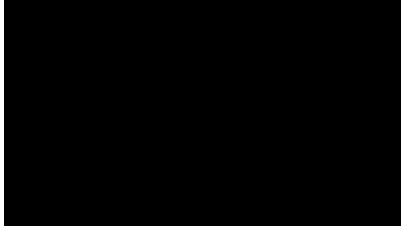
- I can name places that are found in or near cities.
- I can ask and answer questions indicating if there is or isn't (place) in a city.

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Gain Attention/Input — Une journée à Angers

1. Students brainstorm words and phrases that they associate with the video.
2. Students complete a graphic organizer as they watch the video a second time.



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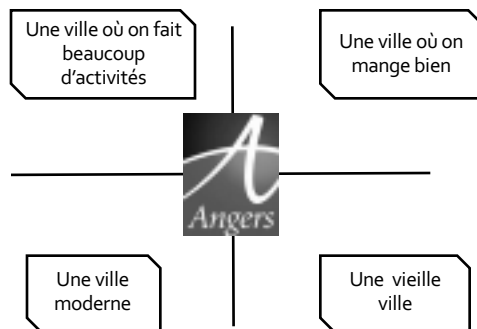
Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

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Angers

ACTFL 2005 Clementi Terrell

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Y a-t-il....? Oui, il y a une cathédrale.
Non, il n'y a pas de stade.

places in a city
There is or there isn't....



une cathédrale



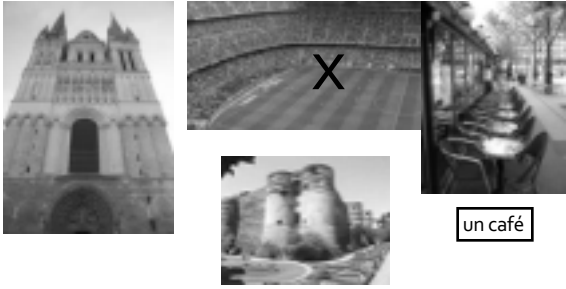
un stade

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Y a-t-il....? Oui, il y a un/une _____. *Places in a city...
There is or there isn't.....*

Non, il n'y a pas de _____.



un café

un château

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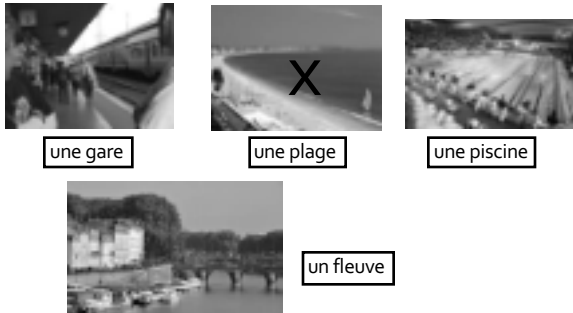
Y a-t-il....? Oui, il y a un/une _____. *Places in a city...
There is or there isn't.....*

Non, il n'y a pas de _____.



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Y a-t-il....? un? une? de? *Places in a city...
There is or there isn't.....*



une gare

une plage

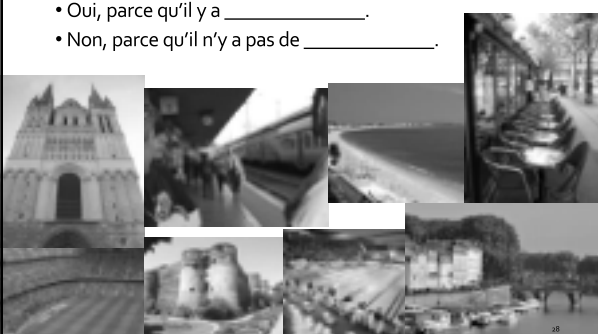
une piscine

un fleuve

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Tu aimes Angers? *Places in a city...
There is or there isn't.....*

- Oui, parce qu'il y a _____.
- Non, parce qu'il n'y a pas de _____.



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Discutez Angers. *Places in a city...
There is or there isn't.....*



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Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus, (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent, il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique.. voilà ce que je peux te dire..

Bis CLO

http://forum.aufeminin.com/forum/preschezvous19/_fs943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Comment est Angers?

I have been living here since I was 18 years old, (and I am 43)
It is a quiet town, very well stocked if you love the little
shops, there is something for all tastes of hippie with very
chic..schools in every corner of the city, public school
cafeterias, good according to my children who eat there
every day ..Bars, I do not frequent them but I know there
are many... restaurants (so many choices, Moroccan,
Turkish, vegan, Canadian, medieval, meat restaurant etc ..)
To go to the sea, we go often, it takes 1:15 by highway to
get you to the Atlantic coast ..
this is what I can tell you ..
Kisses CLo

http://forum.aufeminin.com/forum/preschezvous19/_f3943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

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Quick Write

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Write for 2 minutes
about city life. What
is there in a city?
What do you like to
do? Why do you go
to different places?

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Enhance Retention and Transfer (Homework)

Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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Reflection



What were learners able
to do as a result of the
lesson that they couldn't
do at the start of the
lesson?

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Getting the most out of a text



Read and/or listen



Talk about it



Write about it

• How can you best use this text in the **interpretive** mode?

• What **interpersonal** conversation would students be likely to have on this topic?

• What might students do in the **presentational** mode as a way of making learning more concrete?

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Un enfant réalise son rêve grâce à une photo



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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Inferencing

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1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

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visualthinkingstrategies.org

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

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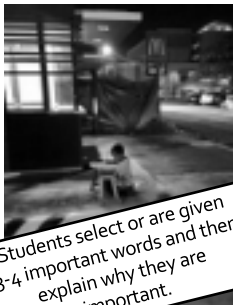
Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

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Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.

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Students select or are given 3-4 important words and then explain why they are important.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippines travaillent ou mendient au lieu d'aller à l'école.

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Sentence Fluency



"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

Laura Terrill

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ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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IPA Interpretive Comprehension
Literal Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension
Figurative Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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LATAMERICA

Buenos Aires y Santiago son elegidas como las mejores ciudades para vivir en Sudamérica

Según un informe del grupo Economist Intelligence Unit (EIU), ambas capitales se ubican en los puestos 62 y 63 de ranking mundial que englobó a 140 ciudades. Melbourne y Viena fueron elegidas las dos mejores.

27 de set. 2012 (12:37)

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Supporting Details

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- ___1. The report considered education, health and recreation. _____
- ___2. Australia had many cities that ranked well. _____
- ___3. Buenos Aires and Santiago are the best cities to live in in the world. _____
- ___4. The worst city in the world is located in Bangladesh. _____
- ___5. _____
- ___6. _____

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
No Comprehension	5	Does not provide a response.

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Guessing Meaning from Context

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

- | | |
|---------------------------|----|
| 1. deficiencias | 4. |
| 2. las mejores para vivir | 5. |
| 3. según un informa | 6. |

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

Would the author want to live in one of the US cities? Why or why not? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

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Cultural Perspectives

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

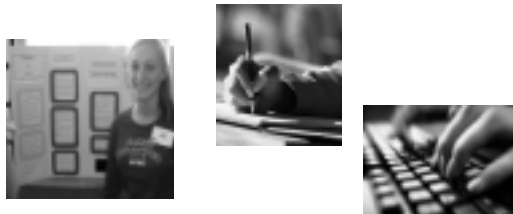
Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
No Comprehension	5	Does not provide a response.

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Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational "Project" Tasks

Schooling Around the World

Create a multi-media presentation that will introduce your school to other speakers of the target language.

Biodiversity: The Natural World

In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity.

A Balanced Lifestyle

Learners will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers. The presentation will be shared with another French class.

City Life

Your class is planning a trip to France. You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.

Presentational Project Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood?	I am easily understood; I express my ideas clearly	I am generally understood and my ideas are clear	I am sometimes difficult to understand; most ideas are clear
How rich is my vocabulary?	I use a wide variety of vocabulary, incorporating several new expressions from the unit. Personal vocabulary is included appropriately.	I use some variety in vocabulary choice, incorporating some expressions from the unit	I use basic vocabulary with limited inclusion of expressions from the unit
Is my presentation interesting?	I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience	I am able to engage my audience with visuals, accurate content, and some attention to audience reactions	I use visuals to engage the audience; my content is accurate.
How smooth is my presentation?	My presentation is well-organized; I speak with fluency and confidence	My presentation is logical; I speak with occasional pauses to think of words	I presented my topic; I speak with pauses and some uncertainty
How are knowledge and understanding of the target culture evident?	I link cultural products with practices and perspectives in my presentation	I include cultural products, practices, and perspectives without consistently linking them to each other	I include cultural products or practices in my presentation

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Contemporary Life: City Life EQ: What makes a city special?

"On Demand"

Write a paragraph comparing your city to your ideal city. Consider characteristics of target culture cities that may or may not be part of your city.

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Presentational "On Demand" Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly, and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

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Presentational "On Demand" Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

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Does it Count?



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Inappropriate Grading Practices

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a "lurking" bell curve

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Adapted from *How to Grade for Learning*, Ken O'Connor

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What percentage
of your grade is
allocated
to interpersonal
(unrehearsed)
communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Standards-based Grading



Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner, teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

Consider retakes on Interpersonal and Presentational "On Demand".

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Thank You



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